CAPTAIN
California Autism Professional Training and Information Network

2014 Cadre Boot Camp

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Boot Camp Agenda

- Welcome Video
- What are EBPs
- How to Select EBPs
- Implementation Tools
- Demonstration Sites
- Putting it all together

Welcome New Cadre Members!

Cadre members:
- Are nominated by SELPAs, Regional Centers, and Family Resource/Family Empowerment Centers
- Will receive training through our annual summit
- Will have access to the NPDC-ASD and CAPTAIN training materials
- Will assist with the statewide distribution of the EBPs by providing support and training locally.

What is CAPTAIN?

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence-Based Practices for individuals affected by Autism Spectrum Disorder across the state.

Our First Year

A little over 300 invited interagency individuals participated in the two summits

CAPTAIN is dedicated to the following:

- Providing statewide access to trainings and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost effective, and competency based.
- Establishing supports that are locally based with trainer of trainers at the local level.
- Emphasizing how to use EBPs to assist students in accessing the California Common Core State Standards and developing College and Career Readiness.
- Providing ongoing training, support, and technical assistance to implement EBPs and ensure fidelity of implementation.
- Supporting the development of local multiagency collaborations to support consistent use of EBPs.
- Providing an annual training summit and a forum for collegial communication and support to CAPTAIN Cadre members.
- Providing web based access to materials and resources that are vetted and align with current EBPs.
- Providing information and outreach to other interested stakeholders and provider groups who could benefit from learning more about EBPs (E.g. Professional Organizations, Higher Education, Self Advocates, Allied Health Providers)

What is an EBP?

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How many results do you think you would get if you did an internet search for "***ASD treatment***"?

September 4, 2014

Google ASD Treatment

Web   Images   Shopping   Videos   News   More ▾   Sea

About 6,130,000 results (0.41 seconds)

Autism Treatment - wisconsinhyperbarics.com   ⓘ
Ad www.wisconsinhyperbarics.com/**autism** ▾
Autism Therapy For Your Child. Contact WIHC For Oxygen
Therapy

CDC | Treatment | Autism Spectrum Disorder (**ASD** ...
www.cdc.gov/.../au... ▾ United States Centers for Disease Control and Preve... ▾
Mar 13, 2014 - There are no medications that can cure **ASD** or

What do we do?

Evidence-Based Practices and Current Federal Initiatives

In 2001 the *No Child Left Behind Act* (NCLB) emphasized the need for scientifically-based research and the use of evidence-based practices in the field of education

No Child Left Behind Act of 2001, Public Law 107-110

NCLB Defines EBP as...

"the use of practices, interventions, and treatments which have been proven, through data based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity."

No Child Left Behind Act of 2001, Public Law 107-110

IDEA

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446

IDEA aligns with NCLB in its use of terminology related to evidence-based practice, i.e., "scientifically based research" (§ 300.35) and emphasizes its importance in sections on educational placements (§300.116) as well as personnel development (§ 300.207), and related funding.

IDEAs that Work
U.S. Office of Special Education Programs

Welfare & Institutions Code 4686.2(b)

Effective July 1, 2009... regional centers shall:

* Only purchase ABA services or intensive behavioral intervention services that reflect evidence–based practices
* "Evidence–based practice" means a decision making process that integrates the best available scientifically rigorous research, clinical expertise, and individual's characteristics. Evidence–based practice is an approach to treatment rather than a specific treatment.

Health and Safety Code Section 1374.73 (SB946)

Provide intervention plans that utilize evidence-based practices, with demonstrated clinical efficacy in treating pervasive developmental disorder or autism.

LAW

Autism Collaboration, Accountability, Research, Education and Support (Autism CARES)

Formally the *Combating Autism Act*

Goals Include:
* Improve Autism-Related Research
* Increase awareness about autism and related disorders
* Reduce barriers to screening and early diagnosis of autism
* **Promote evidence-based early intervention**

Signed into law by President Bush as PL 109-416 on Dec.19, 2006

Why evidence-based practices?

* Because using EBP with learners with ASD are defensible
* Because teachers and clinicians are accountable
* Instructional decisions should be data driven

What are EBPs?

Focused interventions that:
* Produce specific behavioral and developmental outcomes for a child
* Have been demonstrated as effective in applied research literature
* Can be successfully implemented in educational settings

(Odom, Colett-Klingenberg, Rogers, & Hatton, 2010)

How do we identify EBPs?
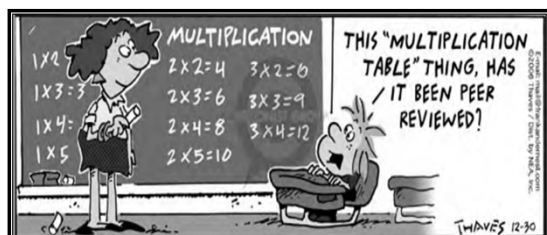
ASD EBP Resources

* National Autism Center
* National Professional Development Center
* California Department of Developmental Services (DDS) *ASD Guidelines for Effective Interventions*

National Autism Center's
National Standards Project (2009)

Expert panel (2005)
  * How do we effectively treat individuals with ASD?

Examined research supporting interventions that target the core characteristics of ASD

  * Individuals below 22 years of age
  * 775 research studies

nac National Autism Center

Review of Literature

Began by looking at outcomes that related to the core features of autism
* Social / communication
* Communication
* Repetitive and problem behavior

Also included:
* Adaptive behavior
* Academic /cognitive skills

Identified and grouped interventions that addressed these skills

Strength of Evidence Classification System

* Established
* Emerging
* Unestablished
* Ineffective/Harmful

nac. National Autism Center

National Standards Project Report
from the National Autism Center

* Ages 0 -22 years with diagnosis (Autism, Asperger, PDD-NOS)
* 700+ studies
  * Identifies 11 "established" treatments
  * 22 "emerging" treatments
  * 5 "unestablished"
  * 0 "ineffective/harmful"
* www.nationalautismcenter.org

11 Established Treatments

1. Antecedent Package
2. Behavioral Package
3. Comprehensive Behavioral Treatment for Young Children
4. Joint Attention Intervention
5. Modeling
6. Naturalistic Teaching Strategies
7. Peer Training Package
8. Pivotal Response Treatment
9. Schedules
10. Self-management
11. Story-based Intervention Package

"Modeling including Video Modeling"

* Video Modeling = Established Treatment
* 50 Studies support Video Modeling

"These interventions rely on an adult or peer providing a demonstration of the target behavior that should result in an imitation of the target behavior by the individual with ASD. Modeling can include simple and complex behaviors. This intervention is often combined with other strategies such as prompting and reinforcement. Examples include live modeling and video modeling."

National Autism Center

* **NEW!** In the Fall of 2014, the NAC will release an updated report based on research from 2007 to 2012.
  * Will include studies evaluating treatments for adults (22+)

STAY TUNED
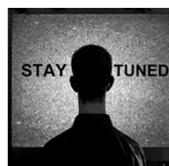
National Professional Development Center on Autism Spectrum Disorders (NPDC)

A multi-university center to promote use of evidence-based practice for children and adolescents with autism spectrum disorders.

National Professional Development Center on Autism Spectrum Disorders (NPDC)

* Identifies 24 evidence-based practices (EBP) without ranking them
* Tried not to identify specific programs; rather EBP to "embed in the program"
* Briefs and steps for Implementation
* Technical Assistance
* www.autismpdc.fpg.unc.edu

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

NPDC Criteria for EBP

To be considered an evidence-based practice:
  * Two randomized or quasi-experimental design studies
  * Five single subject design studies by three different authors
  * A combination of evidence such a one group and three single-subject studies

www.autismpdc.fpg.unc.edu

Evidence-Based
Practices for
Children, Youth,
and Young Adults
with
Autism Spectrum Disorder

EBP Matrices

A Closer Look

Definition	Social			Comm.		Beh.			Joint Attn.		Play			Cog.		
	0-5	6-14	15-22	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22
Antecedent Based Intervention (ABI): *Arrangement of events preceding an interfering behavior to prevent or reduce occurrence*																
Cognitive Behavioral Intervention (CBI): *Instruction on cognitive processes leading to changes in behavior*																
Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O): *Consequences provided for desired behaviors that reduce the occurrence of interfering behaviors*																
Discrete Trial Teaching (DTT): *Instructional process of repeated trials, consisting of instruction, response, and consequence*																
Exercise (ECE): *Antecedent based physical exertion to reduce interfering behaviors or increase appropriate behaviors*																
Extinction (EXT): *Removal of existing reinforcement in order to reduce an interfering behavior*																

NSP and NPDC

Similarities

* Included literature up to 2007
* Required a diagnosis of ASD
* Ages birth – 22
* Applied rigorous criteria to reviews
* Positive effects were demonstrated

Differences

NSP
* Treatments – included intervention strategies or intervention classes
* Clustered into packages
* Included joint attention interventions

NPDC
* Focused interventions
* Listed separately
* Included parent-implemented

Overlap Between Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD and the National Standards Project (NSP)											
Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD	Antecedent Package	Behavioral Package	Story-based Intervention Package	Modeling	Naturalistic Teaching Strategies	Peer Training Package	Pivotal Response Treatment	Schedules	Self-Management	Comprehensive Behavioral Treatment for Young Children	Joint Attention Intervention
Prompting	X			X							
Antecedent-Based Intervention	X										
Time delay	X										
Reinforcement		X									
Task analysis		X									
Discrete Trial Training		X									
Functional Behavior Analysis		X									
Functional Communication Training		X									
Response Interruption/Redirection		X									
Differential Reinforcement		X									
Social Narratives			X								
Video Modeling				X							
Naturalistic Interventions					X						
Peer Mediated Intervention						X					
Pivotal Response Training							X				
Visual Supports									X		
Structured Work Systems									X		
Self-Management										X	

The NPDC on ASD did not review comprehensive treatment models. Components of The Comprehensive Behavioral Treatment of Young Children overlap with many NPDC-identified practices.

The NPDC on ASD considers joint attention to be an outcome rather than an intervention. Components of joint attention interventions overlap with many NPDC-identified practices.

Parent Implemented Intervention	The NSP did not consider parent-implemented intervention as a category of evidence-based practice. However, 24 of the studies reviewed by the NSP under other intervention categories involve parents implementing the intervention.
Social Skills Training Groups	Social Skills Training Groups (Social Skills Package) was identified as an emerging practice by the NSP.
Speech Generating Devices	Speech Generating Devices (Augmentative and Alternative Communication Device) was identified as an emerging practice by the NSP.
Computer Aided Instruction	Computer Aided Instruction (Technology-based Treatment) was identified as an emerging practice by the NSP.
Picture Exchange Communication	Picture Exchange Communication System was identified as an emerging practice by the NSP.
Extinction	Extinction (Reductive Package) was identified as an emerging practice by the NSP.

Autism Internet Modules (AIMs)

* Ohio Center for Autism and Low Incidence (OCALI)
* Provides high-quality information and professional development
* Case studies
* Videos
* Pre- and post assessments

www.autisminternetmodules.org

AUTISM INTERNET MODULES
Linking research to real life.

California Department of Developmental Services (DDS)???

* ASD Guidelines for Effective Interventions
  * Green light
    * "Established positive effect"
  * Yellow light
    * "Emerging or unestablished, unclear or inconclusive effects
  * Red light
    * Harmful or ineffective effects

(Working with Stanford to include medical interventions)

C.A.P.T.A.I.N.
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Questions?

How to Select EBPs

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Choosing an EBP

EBPs are used to advance student goals which are tied to standards

Ask: What is our goal/objective targeting?
∗ Consider the specific IEP goals and related objectives

Ask: What are our options?
∗ Look at the domain that the specific goal relates to

EBP Matrix

EBPs and Common Core Standards

Kindergarten Standard Example: Identify the front cover, back cover, and title page of a book (Reading for Informational Text)

* Several EBPs would be appropriate to develop this skill: Discrete Trial Teaching, Pivotal Response Training, and Prompting depending on the current skill level of the student

EBPs and Common Core Standards

First Grade Example: Students will produce complete sentences when appropriate to task and situation (Speaking and Listening)

* Several EBPs would be appropriate to develop this skill: Functional Communication Training, Picture Exchange Communication System, Technology-Aided Instruction and Intervention Devices depending on the current skill level of the student

Choosing an EBP

Next, make a decision based on:
* The skills being taught
* Your professional wisdom
* The learner's learning style
* The learner's temperament
* The learner's interests and motivators
* Supports already in place
* History of what has and hasn't worked

Let's Practice!

Goal: Lucia (age 8) will respond to peer's questions and comments with eye contact and appropriate phrases or sentences.

Ask: What is the goal targeting?
∗ Expressive Language, Social Skills

Ask: What are the options?

Let's Practice!

Goal: James (age 14) will use conventional gestures or words to protest or refuse rather than aggression

Ask: What is the goal targeting?
∗ Expressive Language/Pragmatics, Behavior

Ask: What are the options?

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)											
	Social	Comm.	Beh.	Joint Attn.	Play	Cog.	School Ready	Acad.	Motor	Adapt.	Voc.	Mental Health

Antecedent Based Intervention (ABI): *Arrangement of events preceding an interfering behavior to prevent or reduce occurrence*

Cognitive Behavioral Intervention (CBI): *Instruction on cognitive processes leading to changes in behavior*

Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O): *Consequences provided for desired behaviors that reduce the occurrence of interfering behaviors*

Discrete Trial Teaching (DTT): *Instructional process of repeated trials, consisting of instruction, response, and consequence*

Exercise (ECE): *Antecedent based physical exertion to reduce interfering behaviors or increase appropriate behaviors*

Extinction (EXT): *Removal of existing reinforcement in order to reduce an interfering behavior*

Functional Behavior Assessment (FBA): *Systematic protocol designed to identify contingencies that maintain an interfering behavior*

Function Communication Training (FCT): *Replacement of an interfering behavior with communication that accomplishes the same function*

Modeling (MD): *Demonstration of a desired behavior that results in skill acquisition through learner imitation*

Naturalistic Intervention (NI): *Intervention strategies that occur with the learner's typical settings and routines*

Parent-Implemented Intervention (PII): *Parent delivered intervention learned through a structured parent training program*

Peer-Mediated Instruction and Intervention (PMII): *Typically developing peers are taught strategies that increase social learning opportunities in natural environments*

Picture Exchange Communication System (PECS): *Systematic 6 phase protocol teaching the exchange of pictures between communicative partners*

EBP Brainstorm

Take a moment to think about the students/clients you work wit, and identify 1 EBP that would be appropriate to introduce and why.

Share your example with an elbow partner.

After Choosing an EBP, Then What?

* Identify the EBP
* Review the Briefs and Modules
* Identify the data system
* Gather baseline data
* Develop the teaching plan; inform and train others
* Implement the plan, collect data, and review daily

Why is Data Critical for EBP Use?

Collection of performance data tells us:
* What should we be teaching?
* Is our instruction successful?
* Is the student making progress?
* Do we need to change the teaching plan?
* Did we select the correct EBP?
* Is it time to introduce a new skill?

Goal Attainment Scaling

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Goal Attainment Scaling

* An evidence based tool to measure progress made on a goal or benchmark for:
  * An individual student
  * A group of students
* A data collection tool that allows for progress to summarized and documented
* Not a substitute for an IEP goal (or other objective benchmark) - it's a supplement

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Prior to Developing GAS

* Gather student's IEP goals
* Identify 3 priority goals for each target student Select based on goals that:
    * Can be focused on for entire school year
    * Are observable and measurable
    * Agreed on by family and team as high priority
* Make modifications to IEP goals as needed
* Addendum IEP if modifications are needed
* Update data on present level of performance

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Developing a GAS

* Select learning objective
* Identify the current- baseline- level of performance
* Identify the expected level at the end of teaching period
* Generate the additional outcome points (benchmarks) on the scale
* Examine progress using the GAS when you evaluate learning according to your benchmarks on a regularly designated schedule (monthly, bimonthly)
* Summarize the child's or group's overall progress at the end of the year by averaging the final GAS score

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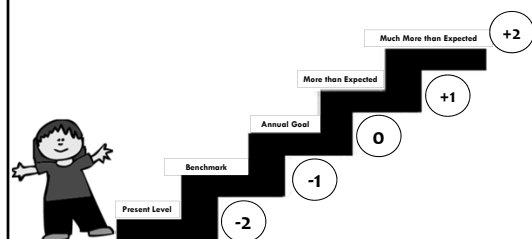California Autism Professional Training
and Information Network

Description of the Scaling

Consists of a 5-point range of performances for students:

-2: Much less than expected (present level)

-1: Somewhat less than expected (benchmark)

0: Expected level of outcome (annual goal)

+1: Somewhat more than expected

+2: Much more than expected

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Description of the Scaling

Much More than Expected +2

More than Expected +1

Annual Goal 0

Benchmark -1

Present Level -2

Much less than expected *(Present Level of Performance)*	
Somewhat less than expected *(Benchmark)*	
Expected level of outcome *(Annual Goal)*	
Somewhat more than expected *(Exceeds annual goal)*	
Much more than expected *(Far exceeds annual goal)*	

Example of Jon

* Jon's annual goal reads, "When entering the classroom in the morning and with a visual prompt Jon will greet at least one peer by saying "hi" or waving for 4/5 mornings for 2 consecutive weeks."
* The classroom team took data prior to the meeting for everyday for two weeks and determined that Jon never greets peers or professionals

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Much less than expected *(Present Level of Performance)*	When he enters classroom Jon does not greet his peers or professionals
Somewhat less than expected *(Benchmark)*	When entering the classroom in the morning and with a verbal prompt and picture cue , Jon will greet at least one peer by saying "hi" or waving for 4/5 mornings for a week
Expected level of outcome *(Annual Goal)*	When entering the classroom in the morning and with a visual prompt, Jon will greet at least one peer by saying "hi" or waving for 4/5 mornings for 2 consecutive weeks.
Somewhat more than expected *(Exceeds annual goal)*	When entering the classroom in the morning without a prompt, Jon will greet at least one peer by saying "hi" or waving for 4/5 mornings for 2 consecutive weeks.
Much more than expected *(Far exceeds annual goal)*	When entering school in the morning and without a prompt, Jon will greet at least one peer and staff member by saying "hi" or waving for 4/5 mornings for 2 consecutive weeks.

Data for NPDC Target Students 2009

Overall GAS Outcomes

Individual goals of approximately 30 students
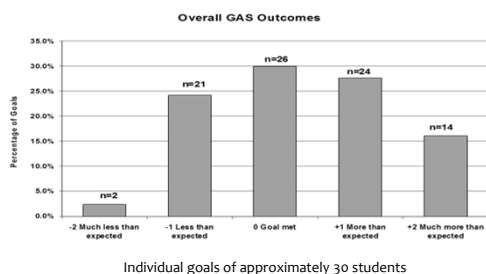
"Is This Extra Work?"

No-
* Benchmarks & goals are already written

Yes, but-
* Adding higher benchmarks is easy and can be fun!
* You can reflect greater growth than can be reasonably expected in 1 year
* Process often results in more focused teaching
* Can help alleviate differences in the views of IEP team members
* Is very valuable as a tool to demonstrate class wide, school wide, or specific service wide results

Your Turn!

* Choose one of the student descriptions at your table

* Develop GAS for the selected goal (5 minutes)

* Share your +1 and +2 with the group

Staff Implementation and Tools

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CAPTAIN Website

CAPTAIN
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Home   About   News

Welcome

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

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• Providing statewide access to trainings and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost effective, and competency based

• Establishing supports that are locally based with trainer of trainers at the local level

• Emphasizing how to use EBPs to assist students in accessing the California Common Core State Standards and developing College and Career Readiness

• Providing ongoing training, support, and technical assistance to implement EBPs and ensure fidelity of implementation

Quick Links

National Professional Development Center On Autism Spectrum Disorders

National Autism Center

Autism Internet Modules

CAPTAIN Summit Resources

Autism Fact Sheet

English/Spanish

Other Languages

Ask a Specialist - ASD

CAPTAIN Cadre

CAPTAIN Leadership

http://www.captain.ca.gov

NPDC Implementation Tools

* Website
* Online Course - Foundations of ASD
* Community of Practice Forum
* EBP Briefs
* EBP Modules
* Steps for Implementation
* Implementation Checklists
* Data Collection Sheets

NPDC Website

http://autismpdc.fpg.unc.edu/

Let's Walk Through an EBP Brief

* Overview
* Evidence Base
* Step by Step Directions
* Implementation Checklist
* Data Collection Sheets

Let's Walk Through a Sample of Step by Step Directions

∗ Outlines steps to take prior to implementing the practice

∗ Outlines steps necessary to monitor implementation

Let's Walk Through an Implementation Checklist

∗ Parallels the Step by Step Directions

∗ Provides a system for trainers to support and monitor implementation

Let's Walk Through the Data Collection

∗ Provides tangible sources for progress monitoring

∗ User friendly for all team members

∗ Allows for collection of baseline and implementation data

AIMs

SIGN UP!

AUTISM INTERNET MODULES
Linking research to real life.

About AIM
Module List
Help

http://www.autisminternetmodules.org/

Let's Walk Through an Autism Internet Module

* Overview of the Practice
* Evidence Base for the practice
* Step by Step Directions
* Implementation Checklist
* Data Collection Sheets
* Case Studies
* Video Examples
* Activities
* Glossary
* Frequently Asked Questions

NPDC-ASD Project Site Demonstrations

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Glendora High School
Demonstration Site 2011-2012

East San Gabriel Valley SELPA – Glendora Unified School District – Southern California NPDC

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Evidence Based Practices

Peer Mediated Instruction - Implementation

Self Management


Video Modeling

JOSH

Goals: Volunteering   (topic contribution in class)
Organization (academic materials)
Speaking Clearly (social settings)

Goal: Speaking Clearly

Much less than expected -2	Social situation / adult. Josh does not make clear, articulated responses and without appropriate volume.
Somewhat less than expected -1	Social situation / adult. Josh will make clear, articulated responses with appropriate volume, when given a verbal or visual prompt.
Expected level of outcome 0	In a social setting when an adult talks to Josh, he will look at the speaker and respond with clear articulation and volume, 4 out of 5 times.
Somewhat more than expected +1	In a social setting with adults or peers, Josh will follow prompts to initiate, using clear articulation and volume, 4 out of 5 times.
Much more than expected +2	Josh will independently initiate verbal questions and statements with adults with clear articulation and volume 4 out of 5 opportunities.

Josh - Data
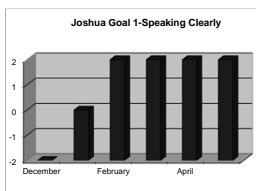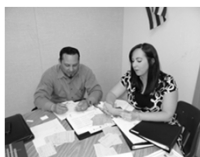
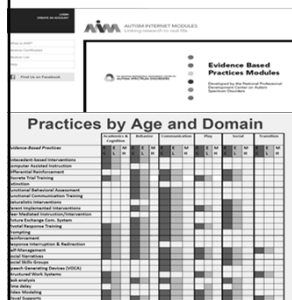Josh: Speaking Clearly   Date: _____

Location	Conversation Length (minutes)	# of times not Speaking clearly	Goal Met (See Below)

-2 : Did NOT make clear, articulated response 4/5 times

-1: with verbal or visual prompt

0: will look at speaker and respond clearly 4/5 times

+1: Josh will follow prompts to initiate

+2: will independently initiate questions and statements

San Joaquin County Office of Education
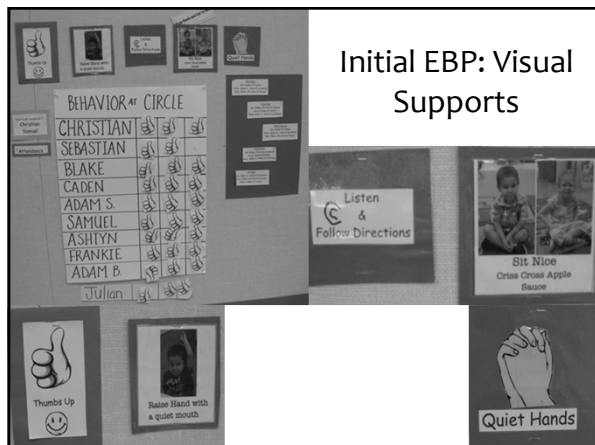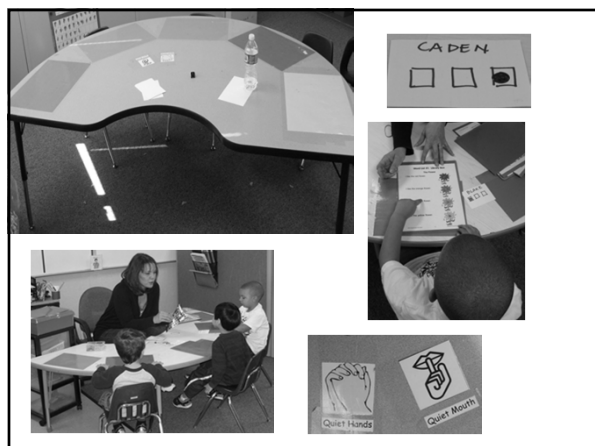McFall, Veritas, and Jacobsen Schools:
NPDC Project

2010-2013

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Selecting Evidence Based Practices

- Learned how to navigate Autism Internet Modules (AIMS)
- Identified and/or developed goals
- Matched goals to Evidenced Based Practice
- Revamped plan when logistics prevented us from using Peer Mediated Instruction/Intervention

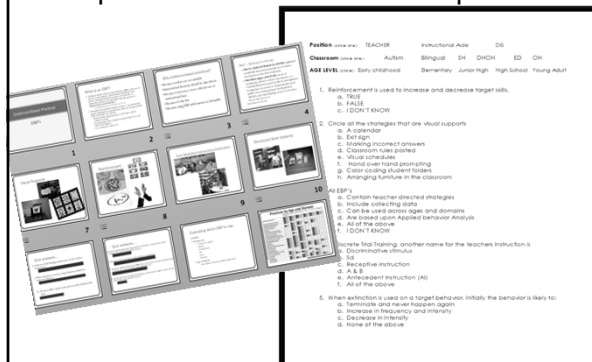## Initial EBP: Visual Supports

Video Modeling

Using Implementation Checklists

Adding New videos

Expansion: SJCOE Staff Development

Year 2: New EBP & New Team Members

- 3 Additional teachers
- Added support
  - Substitute teacher time
  - Trainings for teachers & instructional assistants by Diagnostic Center Central
  - Cross observation of classrooms

National Professional Development Center on Autism Spectrum Disorders

Module: Peer-Mediated Instruction and Intervention (PMII)

Implementation Checklist for PMII: Early Childhood

PMII: Lesson Plans & Social Narratives

PMII Lessons for Typical Peers
Materials: candy, pictures: Itzel/Nathan

Lesson 1: Differences

-Why are you here?
-Students in my class need to learn how to play, share and make friends.
-I asked your teacher who would be the best students to help my students
and she chose you guys!
-Let's talk about how we are all the same and all different?
-some have brown hair, blonde hair, blue eyes
-some like oranges, some like different movies...everyone likes different
things
-some people know how to play soccer really good, other people know how
to read really good and some people are really good at making friends and
sharing.

-The kids in my class have Autism. Do you guys know what that means? That
means they look just like normal boys and girls but they were born with different
brains. They may not be as good at making friends, sharing or playing games. Some
of them like the same things you may like. Like: pizza, toys and candy. Because their
brains are different sometimes they can't find the right words to talk to you and that
can be frustrating. They also have a harder time understanding language so they
don't always understand what people are saying or why they can't have something.

Let's play a game so I can help you understand how that might feel.
-Pretend you want to play a game or want a toy but you don't know the name
of it and try to explain to your friend what it is.
*whisper to one peer that the game is Mr. Potato Head/elmo doll and
he has to try and tell the peer without saying the name of the game.
Was that frustrating? How did it feel? Not having the write words can make my
students really mad sometimes. They might cry, scream and even hit.

Ways we can help: help figure out what they are trying to say and teach them the
words.

Let's play another game: I'm going to speak to you in another language and
pretend that you know what I'm saying. "Tomorrow you can eat your candy."

Did you understand? That can make my students mad because they see the candy
and want to eat it but they don't know what we are saying.

Ways we can help: Use very simple words and sentences. i.e. kick the ball, come
here.

Teaching the Peers How to Help
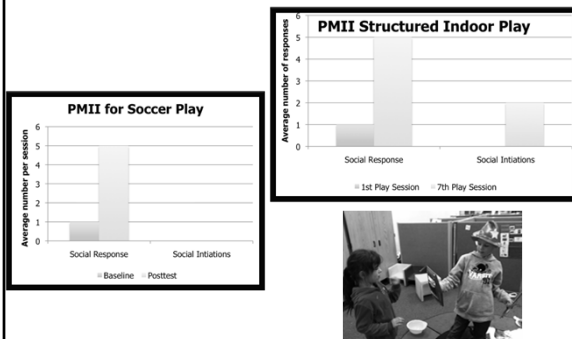
Baseline

Playing With Peers

Playing Dress Up With Friends

Data From Our PMII

Putting It All Together

CAPTAIN
California Autism Professional Training
and Information Network

Sample Activity Matrix:
Rebecca Steinberger, M.A., Diagnostic Center Northern California

Activities:	Goal Areas: Language/Communication (CONSULT WITH SLP)	Independence/Self Help	Social Skills CONSULT WITH SLP	Academics
Arrival	**SOCIAL NARRATIVES:** Greets staff/peers upon entering classroom after reading "When I Come to School" Social Story	**VISUAL SUPPORTS:** Follows individual daily schedule to transition to next activity	**SOCIAL NARRATIVES:** Responds to greeting from staff after reading, "When I Come to School" Social Story	**VISUAL SUPPORTS:** Reads each step on "Arrival" activity schedule Finds name above hook
Structured free-choice	**ANTECEDENT PACKAGE-CHOICE:** Chooses between 3-4 free-time activities **SOCIAL SCRIPT:** Conversation across turns	**VISUAL SUPPORTS:** Transitions to free-time area using individual schedule independently	**PMII:** Engages in free-time activity with designated peer	**VISUAL SUPPORTS:** Reads words on individual schedule to transition to next activity
Computer	**FCT:** Indicates when he needs help using "help" card **ANTECEDENT PACKAGE-CHOICE:** Chooses between 2 computer games	**VISUAL SUPPORTS:** Participates at computer with minimal adult support following "computer" activity schedule	**PMII** Takes turns with designated peer	**VISUAL SUPPORTS/ SELF-MANAGEMENT:** Reads each step listed on "computer" activity schedule and checks off as completed
Math in small groups	**ANTECEDENT PACKAGE - CHOICE:** Chooses peer to sit next to Makes choices between manipulatives (cars or pennies)	**STRUCTURED WORK SYSTEM:** Takes out worksheet from binder with 6 numbers; Takes first number, walks to shelf, matches number to front of task, gets activity and returns to desk; Repeats sequence until all 6 tasks are completed	**PMII** Works cooperatively with designated peer	**NATURALISTIC INTERVENTION:** Counts/passes out materials Determines how many more needed **ANTECEDENT PACKAGE - SPECIAL INTERESTS:** Uses cars as manipulatives **VISUAL SUPPORTS:** Reads "math schedule"
Class Jobs	**ANTECEDENT PACKAGE CHOICE:** Chooses job Makes choices within job **FCT:** Asks for help using "help card" if needed	**VISUAL SUPPORTS:** Completes job independently while following "class job" activity schedule	**PMII** Completes job with designated peer Takes turns	**VISUAL SUPPORTS:** Finds name next to assigned job

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USING AN ACTIVITY MATRIX TO INFUSE IEP GOALS AND OBJECTIVES THROUGHOUT THE DAY
Ann England and Rebecca Steinberger
Diagnostic Center-North, Northern California, California Department of Education

1) list the student's goal areas along the top of the matrix
2) list the daily classroom schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, recess, etc.)
3) in each corresponding "block," write how the student will be taught and/or practice each skill during the daily activities

DAILY ACTIVITY:	Goal Area: Academics	Goal Area: Communication	Goal Area: Social Skills	Goal Area: Independence	Goal Area: Motor

Summary

* Reviewed the NPDC and the ASD Project implementation in CA
* Provided an overview of evidence-based practices in ASD and how to select EBPs for our students/clients
* Shared resources from the NPDC-ASD Project
* Provided case examples of project implementation
* Discussed how to implement EBPs within our programs

Moving Ahead

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Personal Planning Form (PPF)

Name _____

My Role/Roles when working with children with ASD_____

What goals would I like to accomplish over the next year of working with CAPTAIN?

Measureable Goal:_____

Immediate Next Steps	Resources Needed *What will it take to get there?*	Person (s) Involved	Goal Attainment Scaling (GAS) *Benchmarks*	Timeline for Goal Completion

CAPTAIN Cadre Boot Camp
Evidence-Based Practices for Children and Youth with ASD
October 2nd – October 3rd, 2014